






ST ANTHONY'S CATHOLIC PRIMARY SCHOOL




Geography Overview

Year A	<p>Our intent is to:</p> <ul style="list-style-type: none"> fulfil the requirements of the NC whilst ensuring relevance for our children by making links to our location: Preston, Lancashire and other curriculum subjects inspire our children to develop a fascination and curiosity about the world, its people and different geographical processes provoke thought and questions whilst encouraging children to find answers through exploration and research equip children with geographical skills to develop their knowledge about diverse places, physical environments and the human interaction with these environments so they know how humans live in the world and how to care for it as God expects them to 	<p>Implementation:</p> <ul style="list-style-type: none"> units of work are set out in a long term plan over a two-year cycle with links to other subjects, where possible, and relevance to our children key knowledge and skills of each unit of work are identified with consideration given to ensure progression in each unit geographical skills and knowledge are taught and revisited to embed and deepen understanding children convey what they know prior to a unit and what they would like to find out a range of teaching approaches ensures accessibility for all consideration is given to opportunities to get out of the classroom to use the school grounds and local area for fieldwork trips and visitors are encouraged to enhance learning experiences 	<p>Impact:</p> <ul style="list-style-type: none"> children are equipped with the geographical skills and knowledge to explore, navigate and understand the world around them and their place in it. individual competence and understanding of Geography will be assessed through discussions; observations; recordings; use of equipment and investigations and recorded in an end of unit summative assessment to be used to inform future planning. 	
	 <p style="text-align: center;">Autumn</p>	 <p style="text-align: center;">Spring</p>	 <p style="text-align: center;">Summer</p>	
EYFS	<p>Our Local Community</p> <p style="text-align: center;">Autumn</p> <ul style="list-style-type: none"> Our location Explore the natural world around them Describe what they see, hear and feel whilst outside Draw information from a simple map 	<p style="text-align: center;">Winter</p> <p style="text-align: center;">All Around The World</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world them Interacting with natural processes e.g. ice melting Recognise some similarities and differences between life in this country and life in other countries- contrasting locations 	<p style="text-align: center;">Looking After Our World</p> <ul style="list-style-type: none"> Recognise some environments that are different from the one in which they live Fairtrade Oceans and land- world maps 	
Year 1/2	<p>Geographical Skills and Fieldwork assumed to be included in each lesson of every unit (see Geog Progression docmt)</p>	<p style="text-align: center;">On Our Doorstep A study of Preston (small area of UK) Main focus: Place Knowledge</p> <ul style="list-style-type: none"> Locate Preston on a simple map; discussing local areas Use maps of the school to follow directions, use directional vocabulary and locate rooms, playgrounds and field. Use maps, aerial photographs and plan perspectives of the local area to identify human and physical features. Devise simple maps with basic symbols in a key Express opinions about living in Preston Fieldwork opportunity 	<p style="text-align: center;">Beside The Seaside A study of Blackpool (small area of UK) Main focus: Place Knowledge</p> <ul style="list-style-type: none"> Name & locate Blackpool on a simple map; compare with the location of Preston. Use maps, aerial photographs and plan perspectives of Blackpool to identify human and physical features, explaining how they have changed. Express opinions about what it might be like to live in Blackpool. Compare similarities and differences between Preston & Blackpool. Fieldwork opportunity 	
Year 3/4		<p>Weather & Seasons in UK Human & Physical Geography: seasonal and daily weather patterns in UK Hottest/coldest seasons in UK; main weather symbols; clothing worn; daily weather recording in Preston (for 1 wk per season); compare weather types between seasons</p>	<p style="text-align: center;">North West England (region of UK) Main focus: Place Knowledge</p> <ul style="list-style-type: none"> Use maps to locate the NW region & identify its counties. Learn about the topography of the NW region by identifying physical features. Ask questions and research about human features in the NW region. Link human activities to a local issue (traffic) and undertake fieldwork. 	<p style="text-align: center;">Rivers Main focus: Human & Physical Geography</p> <ul style="list-style-type: none"> Learn about the water cycle and stages of a river. Use maps to locate major rivers in the world; the UK and the River Ribble. Learn about reasons why people settle near rivers and the purpose of rivers. Discuss the impact of human activities on rivers. Fieldwork opportunity.
Year 5/6		<p style="text-align: center;">A region in Japan Main focus: Human & Physical Geography</p> <ul style="list-style-type: none"> Use maps to locate Japan and its regions, including Kanto. Ask questions and investigate the human and physical geography of the region. Make links between its people, places and environments. Recognise similar patterns of world places in their human and physical features. 	<p style="text-align: center;">Climate Change Main focus: Human & Physical Geography</p> <ul style="list-style-type: none"> Identify and recognise features of different climate zones, making links with the positions of lines of significance of the Earth. Understand global warming and the human behaviour associated with it, e.g. rising sea levels, shrinking glaciers, changes in plant blooming times. Make links to reducing the impact of human damage through renewable/natural energy resources; sustainable development in 3rd World countries (Fairtrade countries); fossil fuels. 	<p style="text-align: center;">Mountains Main Focus: Human and Physical Geography</p> <ul style="list-style-type: none"> Recognise and identify features of mountains. Locate the UK mountain ranges, world mountain ranges and their associated highest peaks. Learn about different types of mountains, focussing on fold mountains. Investigate the climate of a mountain environment and the human interaction with these environments.



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Geography Overview

<p>Year B</p>	<p>Our intent is to:</p> <ul style="list-style-type: none"> fulfil the requirements of the NC whilst ensuring relevance for our children by making links to our location: Preston, Lancashire and other curriculum subjects inspire our children to develop a fascination and curiosity about the world, its people and different geographical processes provoke thought and questions whilst encouraging children to find answers through exploration and research equip children with geographical skills to develop their knowledge about diverse places, physical environments and the human interaction with these environments so they know how humans live in the world and how to care for it as God expects them to 	<p>Implementation:</p> <ul style="list-style-type: none"> units of work set are out in a long term plan over a two-year cycle with links to other subjects, where possible, and relevance to our children key knowledge and skills of each unit of work are identified with consideration given to ensure progression in each unit geographical skills and knowledge are taught and revisited to embed and deepen understanding children convey what they know prior to a unit and what they would like to find out a range of teaching approaches ensures accessibility for all consideration is given to opportunities to get out of the classroom to use the school grounds and local area for fieldwork trips and visitors are encouraged to enhance learning experiences 	<p>Impact:</p> <ul style="list-style-type: none"> children are equipped with the geographical skills and knowledge to explore, navigate and understand the world around them and their place in it individual competence and understanding of Geography will be assessed through discussions; observations; recordings; use of equipment and investigations and recorded in an end of unit summative assessment to be used to inform future planning 		
	 <p style="text-align: center;">Autumn</p>	 <p style="text-align: center;">Spring</p>	 <p style="text-align: center;">Summer</p>		
<p>EYFS</p>	<p>Our Local Community</p> <ul style="list-style-type: none"> Our location Explore the natural world around them Describe what they see, hear and feel whilst outside Draw information from a simple map 	<p style="text-align: center;">Autumn</p>	<p style="text-align: center;">Winter</p>	<p style="text-align: center;">All Around The World</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world them Interacting with natural processes e.g. ice melting Recognise some similarities and differences between life in this country and life in other countries- contrasting locations 	<p style="text-align: center;">Looking After Our World</p> <ul style="list-style-type: none"> Recognise some environments that are different from the one in which they live Fairtrade Oceans and land- world maps
<p>Year 1/2</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical Skills and Fieldwork (assumed to be included in each lesson of every unit (see Geog Progression docmt))</p>	<p style="text-align: center;">Fire! Fire! Hot & Cold Places- Arctic/Antarctica & Australia Main focus: Human & Physical Geography</p> <ul style="list-style-type: none"> Locate hot and cold places around the world in relation to the equator and North & South Poles. Learn about the human and physical characteristics of the places using specific geographical vocabulary. 	<p style="text-align: center;">Wonderful World Main focus: Locational Knowledge</p> <ul style="list-style-type: none"> Using globes and world maps, locate and name the seven continents of the world & oceans. Make links to locating places from previous Geography unit. Name, locate and identify the four countries of the UK, their capital cities and characteristics. 	<p style="text-align: center;">Animal Adventure A study of Sierra Leone <small>(contrasting non-European country)</small> Main focus: Place Knowledge Fairtrade links</p> <ul style="list-style-type: none"> Using globes and maps locate Africa and Sierra Leone, relating this to the location of the UK and the Equator. Investigate the geography of Sierra Leone, focussing on the Gola Rainforest and Fairtrade links. Make comparisons between human and physical features of Sierra Leone and Preston. Research what life is like for a child in Sierra Leone compared to a child in Preston. 	
<p>Year 3/4</p>		<p style="text-align: center;">The UK Main focus: Locational knowledge</p> <ul style="list-style-type: none"> Use maps to name & locate regions, counties and cities of the UK. Learn about some human and physical characteristics of places around the UK. Recognise the UK is surrounded by a coastline and the different types & locations of these. Investigate urban and rural land use in our locality. Fieldwork opportunity. 	<p style="text-align: center;">Countries of the World Europe- Hamburg, Germany <small>(a region in a European country)</small> Main focus: Place Knowledge</p> <ul style="list-style-type: none"> Use maps to locate countries of Europe, including Russia, along with their environmental regions. Germany- explore the physical and human geography, including major cities. Investigate Hamburg- asking questioning, researching and learning about its human and physical geography. Make links between its people, places and environments, especially those with St Antonius (our school partner). 	<p style="text-align: center;">Volcanoes and Earthquakes Main focus: Human & Physical Geography</p> <ul style="list-style-type: none"> Learn about the Earth's structure to understand how earthquakes occur and how they impact humans. Study volcanoes and locate where they are found in the world, understanding why they erupt. Learn about Mount Vesuvius and the famous eruption that buried Pompeii, what life was like and what it is like now living in a volcanic area. 	
<p>Year 5/6</p>		<p style="text-align: center;">South America A study of the Andean West Coast <small>(a region within South America)</small> Main focus: Place Knowledge Fairtrade links</p> <ul style="list-style-type: none"> Locate countries of South America, focussing on the Andean West Coast countries and their physical geography. Focus on Machu Picchu; and make similarities between the countries with regards to being Fairtrade producing countries. 	<p style="text-align: center;">Local Fieldwork Study Specific Geographical and Fieldwork Skills in relation to a local area</p>	<p style="text-align: center;">Rainforests Main focus: Human & Physical geography Fairtrade links</p> <ul style="list-style-type: none"> Link with prior unit of learning in South America (& KS1 Gola Rainforest). Use maps to locate world rainforests. Learn about the structure of a rainforest and how plants/animals adapt to the environment. Understand what deforestation is and how this impacts the Earth. 	